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ABSTRACT

This document deals with testing in intermediate communication arts for seventh graders in Missouri public schools. The document contains the following items from the Test Booklet: "Under the Rice Moon" (Rhiannon Puck); "Dogspirit" (Gary Paulsen) (Session 1, Items 4, 5, 6, and 8); a writing prompt; and a writer's checklist. It also contains the scoring guides for the session 1 items and the writing prompt. (NKA)

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ED 457 529

Missouri Assessment Program (MAP) Released Items - Spring 1999

Intermediate Communication Arts
(Grade 7)

Packet Contents

From Test Booklet:

"Under the Rice Moon" by Rhiannon Puck
"Dogspirit" by Gary Paulsen – Session 1 - Items 4, 5, 6, and 8
Writing Prompt and Checklist

Scoring Guides:

Session 1 - Items 4, 5, 6 and 8
Writing Prompt

Acknowledgements:

"Under the Rice Moon" by Rhiannon Puck, reprinted by permission of *Cricket* Magazine, August 1996, vol. 23, No. 12, © 1996 by Rhiannon Puck.

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CS 510 623

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A story from *Cricket* Magazine was used as a passage for Session 1 of the Intermediate Communication Arts Missouri Assessment Performance (MAP) test.

"Under the Rice Moon" by Rhiannon Puck, *Cricket* Magazine, August 1996, vol.23, No. 12, c1996 by Rhiannon Puck

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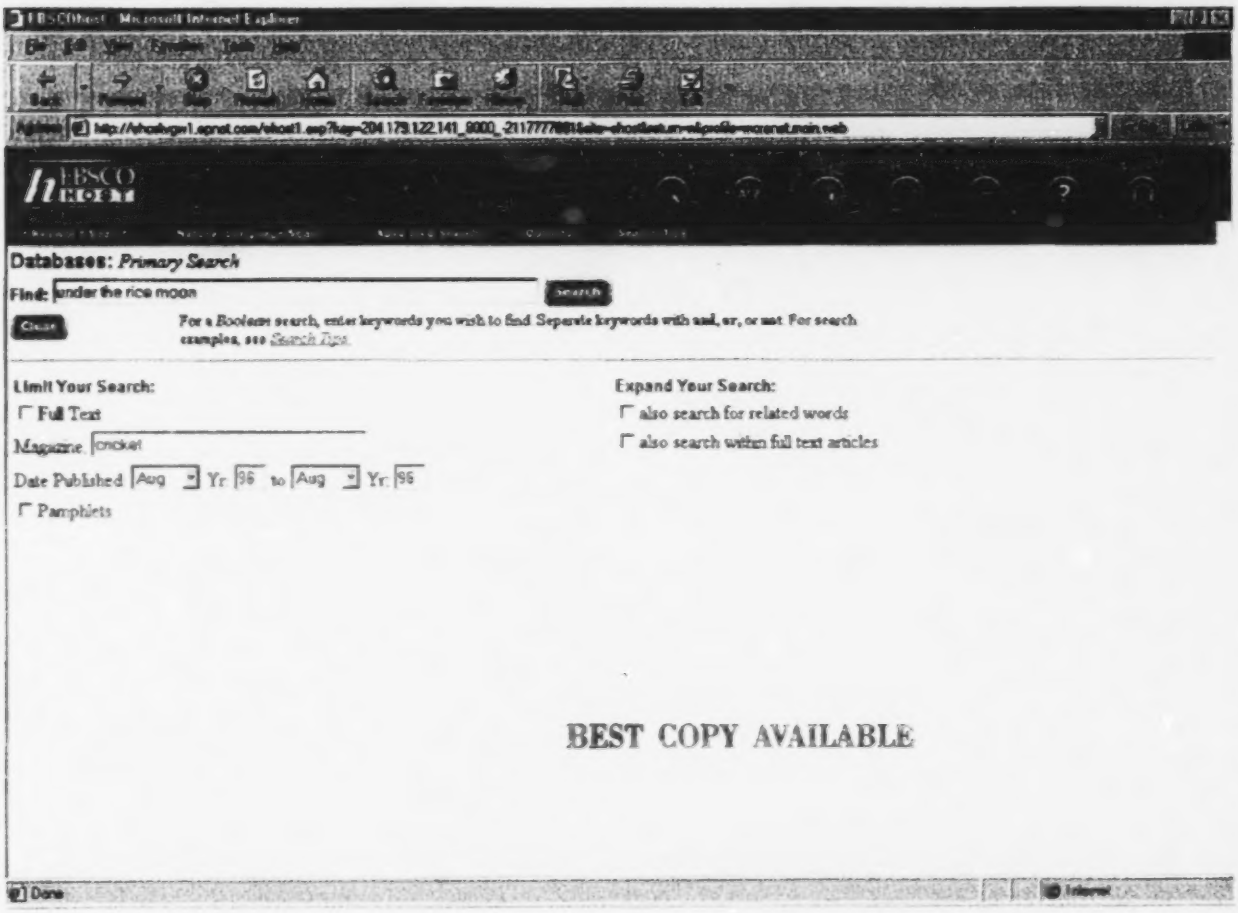
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A story "Dogspirit"
was used as a passage for
Session 1 of the Intermediate Communication Arts
Missouri Assessment Performance (MAP) test.

"Dogspirit" by Gary Paulsen, text copyright c1991 by Gary Paulsen.

4 Contrast the reason the narrator gives for why the dogs slept "packed all around" him to that of what others might believe. Use details and information from the article in your answer.

5 The narrator describes the Iditarod as an experience that permanently changes everyone who runs it. Describe <u>two</u> of these changes. Use details and information from the article in your answer.

1.

2.

6 Explain what the narrator means when he says that as a result of training and racing, "there is just the team." Use details and information from the article in your explanation.

Go On

8 Think about the way the characters in both "Under the Rice Moon" and "Dogspirit" treated animals. In the space below, construct a graphic organizer that shows how they are similar and how they are different. Use details and information from the passages in your answer.

Your graphic organizer may be a chart, graph, diagram, drawing, cluster, web, mind map, or other organizer you feel is appropriate. Be sure to label your graphic organizer appropriately.

Go On

Directions

Read the prompt in the box below.

> Imagine that you have won an all-expenses-paid trip anywhere in the world. Write a paper about where you would go and what you would do there.

Use the space below for your prewriting activity (such as brainstorming, listing, freewriting, clustering, mapping, or drawing). You should use the prewriting activity that you usually use to plan your writing. Your work on this page will not be scored.

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Directions

Now you have time to revise your draft. Reread your draft and think about the Writer's Checklist below. Check every box that makes a true statement about your draft.

Writer's Checklist

- ☐ My paper has a clear beginning, a middle, and an end.
- ☐ My paper stays on the topic.
- ☐ My paper flows smoothly from one idea to another.
- ☐ My paper includes details and examples.
- ☐ My paper includes a variety of sentence structures.
- ☐ My paper includes correct grammar/usage, punctuation, capitalization, and spelling.

For every box you did not check, make the necessary revisions on your draft before you write your final copy on Pages 9 through 12.

Session: 1

Item: 4

Page: 9

Content Standard(s): CA3

Process Standard(s): 3.5

Item 4:

Contrast the reason the narrator gives for why the dogs slept "packed all around" him to that of what others might believe. Use details and information from the article in your answer.

Example(s) of Top Score Point Response:

The narrator believes that the dogs slept near him because of the close bond they shared. He believes that the dogs were trying to save his life. Others may believe that it was only a matter of luck, that there was no reason for them sleeping so close.

Score Points:

2 points Response is a complete and reasonable contrast of the narrator's belief as to why the dogs slept near him to what others might believe and uses details and information from the article as support

1 point Response is essentially correct and text-based but includes an overly general and/or simplistic contrast of the narrator's belief as to why the dogs slept near him to what others might believe OR response includes ONLY **"one-sided"** reasoning, without the contrasting view (i.e., "The narrator believes that the dogs slept near him because they wanted to save him.")

0 points Other

Score Points	
2 points	The response demonstrates that the student has a complete understanding of the communications concept embodied in the task. The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. All necessary support and/or examples are included, and the information given is clearly text-based. Any extensions beyond the text are relevant to the task.
1 point	The response demonstrates that the student has a partial understanding of the communications concept embodied in the task. The student has provided a response that may include information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples may be incomplete or omitted.
0 points	The response is inaccurate, confused, and/or irrelevant, or the student failed to respond to the task.

Session: 1

Item: 5

Page: 9

Content Standard(s): CA3

Process Standard(s): 3.5

Item 5:

The narrator describes the Iditarod as an experience which permanently changes everyone who runs it. Describe two of these changes. Use details and information from the article in your answer.

Example(s) of Top Score Point Response:

- Any person who has done the race will miss the race and the dogs, and cannot look at another horizon, sunset, or ocean without thinking of the race and comparing the present experience to the race.

Other acceptable responses that may be part of the student's answer may potentially include:

- A person cannot look at nature again without being reminded of the race.
- A person learns about the bond between humans and dogs.
- The narrator finds it hard to be a part of society, i.e., doesn't want journey to end; doesn't want to go home.

Score Points:

2 points	Response is a complete and reasonable description of two appropriate personal changes and uses details and information from the article as support
1 point	Response is essentially correct and text-based but includes an overly general and/or simplistic description of two appropriate personal changes OR response describes ONLY one appropriate personal change using details and information from the article as support
0 points	Other

Score Points	
2 points	The response demonstrates that the student has a complete understanding of the communications concept embodied in the task. The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. All necessary support and/or examples are included, and the information given is clearly text-based. Any extensions beyond the text are relevant to the task.
1 point	The response demonstrates that the student has a partial understanding of the communications concept embodied in the task. The student has provided a response that may include information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples may be incomplete or omitted.
0 points	The response is inaccurate, confused, and/or irrelevant, or the student failed to respond to the task.

Session: 1

Item: 6

Page: 9

Content Standard(s): CA3

Process Standard(s): 3.5

Item 6:

Explain what the narrator means when he says that as a result of training and racing, "there is just the team." Use details and information from the article in your explanation.

Example(s):

- The narrator means that there is no longer a division between person and dog.
- Any version of example that expresses concept of *unity* or *oneness.*

Score Points:

1 point Version of example

0 points Other

Score Points	
2 points	The response demonstrates that the student has a complete understanding of the communications concept embodied in the task. The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. All necessary support and/or examples are included, and the information given is clearly text-based. Any extensions beyond the text are relevant to the task.
1 point	The response demonstrates that the student has a partial understanding of the communications concept embodied in the task. The student has provided a response that may include information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples may be incomplete or omitted.
0 points	The response is inaccurate, confused, and/or irrelevant, or the student failed to respond to the task.

Session: 1

Item: 8

Page: 11

Content Standard(s): CA2, CA3, CA4

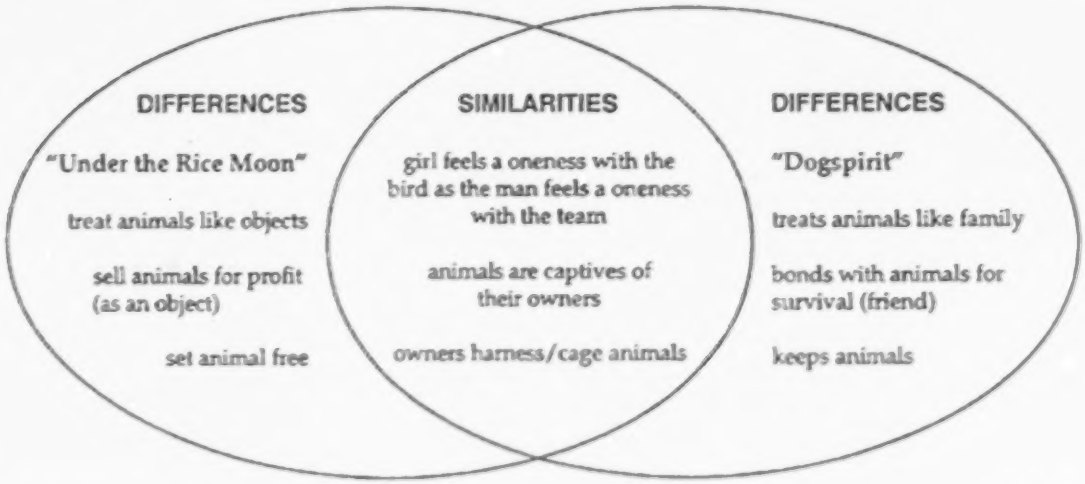
Process Standard(s): 1.6, 1.8

Item 8:

Think about the way the characters in both "Under the Rice Moon" and "Dogspirit" treated animals. In the space below, construct a graphic organizer that shows how they are similar and how they are different. Use details and information from the passages in your answer.

Your graphic organizer may be a chart, graph, diagram, drawing, cluster, web, mind map, or other organizer you feel is appropriate. Be sure to label your graphic organizer appropriately.

Example(s):


DIFFERENCES
"Under the Rice Moon"
treat animals like objects
sell animals for profit (as an object)
set animal free
SIMILARITIES
girl feels a oneness with the bird as the man feels a oneness with the team
animals are captives of their owners
owners harness/cage animals
DIFFERENCES
"Dogspirit"
treats animals like family
bonds with animals for survival (friend)
keeps animals

Score Points:

Part A (1.8, CA4):

1 point	Demonstrates ability to present information in an appropriate graphic organizer with correct headings/titles as needed for clarity
0 points	Other

Part B (1.6, CA2, CA3):

2 points	Response includes at least one similarity AND one set of corresponding differences between the treatment of the animals, as described in the two passages
1 point	Response includes only one similarity OR one set of corresponding differences between the treatment of the animals, as described in the two passages
0 points	Other

Score Points	
2 points	The response demonstrates that the student has a complete understanding of the communications concept embodied in the task. The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. All necessary support and/or examples are included, and the information given is clearly text-based. Any extensions beyond the text are relevant to the task.
1 point	The response demonstrates that the student has a partial understanding of the communications concept embodied in the task. The student has provided a response that may include information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples may be incomplete or omitted.
0 points	The response is inaccurate, confused, and/or irrelevant, or the student failed to respond to the task.

Scoring Rubric
Writing Prompt
Session 2
INTERMEDIATE
[Grade 7]

4 Points

The paper:

- has a clear beginning, middle, and end.
- contains a strong controlling idea.
- is written in a logical order.
- uses effective cohesive devices (i.e., transitions, repetition, pronouns, parallel structure) between and/or within paragraphs.
- clearly addresses the topic and provides specific and relevant details/examples.
- uses precise and vivid language.
- contains sentences which are clear and varied in structure.
- uses writing techniques (i.e., imagery, humor, point of view, voice) which reveal some complexity, freshness of thought, and/or individual perspective.
- clearly demonstrates an awareness of audience and purpose.
- contains few errors in grammar/usage, punctuation, capitalization, and/or spelling.

3 Points

The paper:

- has a beginning, middle, and end.
- contains a controlling idea.
- is generally written in a logical order.
- may use cohesive devices.
- addresses the topic and uses relevant details/examples.
- uses language which is usually precise.
- contains sentences which are clear and may vary in structure.
- attempts to use writing techniques which reveal some complexity, freshness of thought, and/or individual perspective.
- demonstrates an awareness of audience and purpose.
- may contain errors in grammar/usage, punctuation, capitalization, and/or spelling which are not distracting to the reader.

Scoring Rubric (continued)
Writing Prompt
Session 2
INTERMEDIATE
[Grade 7]

2 Points

The paper:

- has evidence of a beginning, middle, and end.
- contains some sense of direction, but may lack focus.
- may not progress in a logical order.
- at times seems awkward and lacks cohesion.
- addresses the topic, but may contain some details that are not relevant.
- uses general and/or inconsistent language.
- contains sentences which are generally clear, but lack variety in structure.
- may attempt to use writing techniques which reveal some complexity, freshness of thought, and/or individual perspective.
- demonstrates some notion of audience and purpose.
- contains errors in grammar/usage, punctuation, capitalization, and/or spelling which may be distracting to the reader.

1 Point

The paper:

- may lack evidence of a beginning, middle, and end.
- is difficult to follow and lacks focus.
- does not progress in a logical order, and may digress to unrelated topics.
- is awkward and lacks cohesion.
- may address the topic, but lacks development.
- uses imprecise language.
- contains sentences which are unclear and lack variety in structure.
- does not use writing techniques which reveal complexity, freshness of thought, or individual perspective.
- demonstrates little or no awareness of audience or purpose.
- contains repeated errors in grammar/usage, punctuation, capitalization and/or spelling which are distracting to the reader.